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ABSTRACT

Interaction between faculty and students outside the formal classroom was characteristic of early residential colleges. Increased enrollments and faculty commitments to research, however, have decreased the amount of time students and faculty spend together outside the classroom. Research has shown that such faculty-student interaction has a positive relationship to student retention, achievement, and satisfaction. National reports on the condition of higher education suggest that colleges should work to increase the amount of faculty-student interaction beyond the classroom environment. The possible ways to structure faculty interactions with students in the residential environment are numerous. This document presents information regarding faculty-student residential programs from colleges and universities in Florida, North Carolina, and Virginia. For each university, programs are described briefly and the name and telephone number of the contact person for the program is given. Also included are excerpts from "Involvement in Learning: Realizing the Potential of American Higher Education" and a list of suggested readings. (NB)

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Promoting

Faculty - Student Interaction

In Residence Life

CG 020775

A Presentation of Information and Ideas

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Promoting

Faculty - Student Interaction

In Residence Life

By

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Pam Winfrey	**Virginia Tech**

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Introduction

Interaction between faculty and students outside the formal classroom was characteristic of our early residential colleges. In fact, it was common for students and faculty to live under the same roof, dine at the same table, and socialize in the evenings together. The discourse and debates which ensued from such ongoing interaction was in many ways as important to the students' education and development as that gained in the classroom.

However, as enrollments began to increase and faculty were encouraged to conduct research, the amount of time students and faculty spent together outside the class became less and less. The growth of the student affairs field in this century is due in large part to the need to have administrators assume responsibilities for students when they were not in class...responsibilities which for the most part were handled by faculty. The result is that faculty/student contact outside the classroom is less common than ever before, and at larger institutions, it is almost nonexistent.

Research has shown that such interaction beyond the classroom has a positive relationship to student retention, achievement, and satisfaction (see attached bibliography).

In addition, almost all national reports on the "condition" of higher education suggest that colleges and universities should work to increase the amount of faculty/student interaction beyond the classroom environment. It is not surprising, therefore, that a renewed interest is being shown in this issue, primarily by those in student affairs (and particularly, in housing and residence life), but also by some in academic affairs. The time is ripe for increased efforts in creating opportunities for students and faculty to come together in the residential environment.

The possible ways to structure faculty interaction with students in the residential environment are numerous. In this presentation, the panelists will present information regarding such residential programs from colleges and universities in Florida, North Carolina, and Virginia. The programs and efforts described in this presentation or in this booklet are by no means the only activities in which faculty and students interact on campuses in these states. This information only represents responses to surveys which requested information on these type of activities.

However, the theme is familiar throughout these reports. The development of these programs can be difficult yet very worthwhile. They require active participation and guidance by trained residence life staff, and faculty must be recognized and rewarded to be motivated to continue in these activities.

We hope that you will find the ideas presented helpful and stimulating as you begin or expand programs to promote and facilitate student/faculty interaction in your campus residences. The contact persons listed in this booklet are your colleagues, and as such will gladly share their knowledge and experience to aid you in your efforts.

Do Good Things!

STATE OF FLORIDA
FACULTY INVOLVEMENT IN RESIDENCE LIFE

FLORIDA ATLANTIC UNIVERSITY
P. O. BOX 3091
BOCA RATON, FL 33431-0991

PROGRAM: Anybody Can Series. The objective is to promote educational programs that meet the needs of the students. Each Resident Assistant is required to present one program per semester. Programs done so far this year include: AIDS Awareness, CPR, Test Anxiety, Car Maintenance, Horses and the Handicapped, and Religion on TV - to name a few.
CONTACT: Cheri Smith
Assistant Director of Housing for Residence Life
305/393-3903

FLORIDA STATE UNIVERSITY
CAWTHON HALL
TALLAHASSEE, FL 32306-2036

PROGRAM: Residence Hall Programming. RA's are required to do one program per month in five categories (Social, Education, Recreational, Community Service, Safety and Security). Each complex must have minimum of three programs which involve faculty as presenters.

PROGRAM: Staff Development. Each month RA's attend training to enhance their job experience. Faculty or staff are the presenters for these training sessions.

PROGRAM: Last Lecture Series. A program funded by the Quality of Student Life Committee within Student Affairs. Faculty members are invited into residence halls to give their "Last Lecture" on a topic of their choosing.

PROGRAM: Faculty Associates Program. Also funded by the Quality of Student Life Committee. This program pairs interested faculty with groups of students around various topical areas for discussion and social activities.

PROGRAM: Special Interest Housing. The Fitness Center, the Cultural Awareness Center, the Honor's Community, the ROTC Community, and the Career Development Center all invite faculty to assist with programs related to the special living units.

PROGRAM: Fall Workshop. Both faculty and staff are invited to present sessions to our professional, graduate, and student staff training which takes place the three weeks prior to fall opening in August.
CONTACT: Phyllis McCluskey-Titus
Assistant Director
904/644-2860

NOVA UNIVERSITY
COLLEGE AVENUE
FT. LAUDERDALE, FL 33314

PROGRAM: Invite a Faculty Member for Dinner. To create faculty interest and involvement with our residents outside the classroom. A Resident Assistant invites 5-6 students and a faculty member/University administrator to his/her apartment for dinner. Written invitations are sent to students requiring them to RSVP. The RA provides the main course and each student brings a covered dish.
CONTACT: Mimi Stevens
Director of Housing
305/475-7052

ROLLINS COLLEGE
CAMPUS BOX 2737
WINTER PARK, FL 32789

PROGRAM: Faculty-Student Interaction. Developed a faculty and staff resource guide that listed approximately 60 faculty members and programs they are willing to do in residence halls. Each Resident Assistant is responsible for planning one of these programs each semester. Also, there is a program evaluation form that they are required to fill out.
CONTACT: Dr. Mike Lawrence
Director of Residential Life
305/646-2649

ST. THOMAS UNIVERSITY
16400 NW 32 AVENUE
MIAMI, FL 33054

PROGRAM: Dinner with the Faculty of Your Major. Faculty within a major (or several majors), depending on size, are invited into the residence halls (lounge facility) to dine with the resident students of their major.
CONTACT: Peter P. Starson, Jr.
Director of Auxiliary Services
305/625-6000, ext. 113

UNIVERSITY OF FLORIDA
13 STREET AND MUSEUM ROAD
GAINESVILLE, FL 32611

PROGRAM: Faculty-In-Residence. It is a structured program that promotes interaction between student and faculty through out-of-classroom experiences. The faculty member lives in a specially designed apartment within the residence hall. The faculty member shares the residence hall living

experience with the students. He/She helps to plan and implement educational, recreational, social, and cultural programs while serving as a role model of adult behavior and academic commitment.

CONTACT: Terry MacDonald
Assistant Director of Housing for Residence Life
904/392-6024

PROGRAM: Faculty Associates. This program, initiated by the Housing Staff, is designed to encourage faculty and professional staff presentations to small groups of students in residence halls. Resident Assistants and Hall Directors are encouraged to invite faculty and staff to meet with students on any topic of mutual interest. The programs, often informal in structure, facilitate student/faculty interaction in a more relaxed setting and on more equal terms than that offered in a classroom.

CONTACT: Branan Woodham
Assistant Director of Housing
904/392-6031

UNIVERSITY OF MIAMI
1211 DICKINSON DRIVE
CORAL GABLES, FL 33124

PROGRAM: Residential Colleges. Currently, there are four residential colleges in operation at the University of Miami. Within each of these colleges three faculty members and their families live with 400 to 600 students, resident assistants, and a professional student affairs staff member. The functions of these faculty members are to: 1) provide leadership promoting student learning and development; 2) be positive models; 3) advise and counsel; and 4) provide educational, cultural, social, and recreational programs.

CONTACT: George Shoffner
Director of Residence Halls
305/284-4505

UNIVERSITY OF TAMPA
BOX 77F
TAMPA, FL 33606

PROGRAM: Faculty/Staff Lecture Circuit. Each faculty and staff member is sent a letter asking for areas they would be willing to program in, including days and times. Once these have been returned, a speaker's list is distributed to RA's and RHA's for use in programming efforts.

CONTACT: Annie Ciaraldi
Residence Hall Director
813/253-6257

PROGRAM: First Annual Airshow. Each floor was given specifications and rules to build a plane representing "their" floor. Each plane was then judged for creativity by Lt. Col. Beck, Army ROTC. Beck then observed and officiated in the next two categories of qualifying points: 1) distance of flight of the plane released from the 10th floor of the resident's building; and 2) time of flight of the plane. Lt. Col. Beck then oversaw the tallying of points for each floor's plane and announced the winners. Before the distance and timing categories, residents had a hamburger barbecue outside the hall and songs from "Top Gun" were played in the background. RA's cooked the burgers and designated residents as "pilots" for each floor's plane.

CONTACT: Lana Kay Hekking
Residence Hall Director
813/253-6255

STATE OF NORTH CAROLINA
FACULTY INVOLVEMENT IN RESIDENCE LIFE

APPALACHIAN STATE UNIVERSITY
BOONE, NC 28608

PROGRAM: Faculty are involved in program presentations, staff recruiting, and staff development within the residence halls. Although the frequency of such participation is generally not high, the faculty do respond positively when approached. A resource listing of over 200 programs that faculty members are prepared to present is maintained for use by residence hall staff. Faculty are also invited from time to time to assist housing staff with the Resident Assistant interviewing and selection process.
CONTACT: Vickie Osteen
Assistant Director
704/262-2160

NORTH CAROLINA STATE UNIVERSITY
P. O. BOX 5072, HARRIS HALL
RALEIGH, NC 27650

PROGRAM: Faculty involvement in residence halls occurs approximately once per month in each hall. Faculty serve as primary facilitators for in-hall programs, attend University functions with groups of residence hall students, participate in theme hall programs, and contribute to the Learning Opportunities Unlimited program. Participation by faculty generally works best in those situations where a guaranteed audience of students is made possible. In those theme halls where faculty interact, such involvement usually results in a high level of commitment and a strong sense of affiliation. Student response to faculty involvement is generally positive.
CONTACT: Susan Decker
Associate Director of Housing
919/737-2406

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
CHAPEL HILL, NC 275-99-5500

PROGRAM: Faculty involvement in residence halls occurs in four ways: participation in Resident Assistant programming, service as advisors in Living-Learning programs, participation in Faculty Fellows program (in development), and service on an institutional Housing Advisory Board. Faculty members are often invited by RA's to present and participate in residence hall programs. As a department, a concentrated effort is made to encourage and solicit faculty involvement. The Director of University Housing sends a letter to all

faculty members, Deans and Department Heads, encouraging in-hall activity. The department sponsors a free lunch and a campus newspaper advertisement at year's end as a means of giving public recognition and thanks to those faculty who have participated in residence hall programs during the year. Individual thank-you letters are also distributed.
Examples of recent faculty programs at UNC-Chapel Hill are:

CHEC-Comprehensive Health Education Clinic
Safe Sex for Women
Birth Control
Human Sexuality and Intimacy
Women's Health Issues
Radiology Awareness
Nutrition and Eating Disorders
What Is Wellness?
Careers for Today's Women
Alcohol Awareness
Forum on American Foreign Policy
Witness to Apartheid
Hypnosis...What is It?
Holiday Traditions Around the World
Take a Break and Relax/Stress Management
Time Management
Preparing for Exams/Relieving Test Anxiety
Shag Workshop
Human Rights and You
Sex, Drugs, Rock and Roll
Hayride and Fellowship
Spaghetti Dinner with Your Favorite Faculty
Potato Bar and Nutrition Tips
Literature Comes to Life
Self Defense and Adapting Karate to Street Fighting
Slide Presentation of Singapore, Hong Kong and Japan
Barber Shop Quartet
Black American Experience
Minority Awareness
30 Years of Chapel Hill History
Death, Grief, and Loss
Legal and Ethical Issues in Health Careers
The Psychology of Humor
Medical Concerns of Nuclear War
Peace and Disarmament in the Nuclear Age
Peace, War, and Defense
Personality Types
Technology and Changes in Physical Play
The World of Soap Operas
Social Dance Instruction
Afternoon Aerobics
Street Law
Sharpening Your Study Skills
Rape Awareness/Date and Acquaintance Rape

CONTACT: Al Calarco, Associate Director, 919/962-5405
L. D. Newman, Assistant Director, 919/962-5405

PROGRAM: The Faculty Fellows Program. Although the program is not highly structured, Faculty Fellows create a mentor relationship with an interested group of students in a residence hall area. They meet with these students on a regular basis in informal settings. The Fellows act as a recognizable connection between faculty and students with respect to providing information on topics ranging from academic concerns and career opportunities to personal hobbies and experiences. Faculty Fellows have an opportunity to assist with in-hall educational and social programs by encouraging professional colleagues and community resources to become involved in the residence halls through informal discussions or programs with student participants. They may, when knowledgeable, offer consultation to the Area Director about the concerns, needs, and trends - academic, emotional, social - of the hall students. Finally, Fellows serve as intellectually active adult role models. The program is designed to allow two or three faculty members to become associated with each residential area on campus. Students interested in exploring and maintaining a student-mentor type of relationship are enlisted based on their commitment to the concept. Interaction is determined by agreement of the participating faculty and students. The time involved depends upon the schedules and obligations of both the faculty and students. There is no minimum expectation of visits by the faculty.

CONTACT: Jeff Cannon
Area Director, Craige
919/962-7615

L. D. Newman
Asst. Director of Housing
919/962-5406

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
1000 SPRING GARDEN STREET
GREENSBORO, NC 27412-5001

PROGRAM: Residential College. Since its beginning in 1970, UNC-G's Residential College has attempted to combine educational innovation with some of the better features of traditional college programs. The result is a program of studies that stresses connections among classes and encourages students to be actively involved. Residential College strives for a sense of community among its members. Students and faculty participate together in committees, retreats in the mountains, athletic competition, and picnics on the patio. Activities of the College center in Mary Foust Hall where RC students (mostly freshmen and sophomores) live and learn together. Classes, workshops, and other groups meet in the seminar rooms and parlors in the dorm. This residence hall is also special in that it is coeducational, a faculty couple who serve as counselors reside there, and some faculty members have offices there. Students come to know each other well and have opportunities to develop close, personal ties with University faculty. During each semester of the freshman and sophomore years RC

students select six to nine hours of classes from special RC offerings. These courses which fulfill both University liberal education requirements and requirements of the College of Arts and Sciences, include an interdisciplinary American Experience core course, a wide range of other academic subjects, community service work, and independent study. The classes are small (about 10-20 students) and receive the appropriate humanities, social science or natural science credit. The student's remaining two or three courses each semester are taken in the University outside Residential College. All students admitted to UNC-G are eligible for Residential College; there are no additional costs to participate in the program. A student-faculty admissions committee strives to select for RC the same cross-section of students found in the University as a whole. The primary qualifications for admission to Residential College are genuine interest in the program and the potential to profit from it.

CONTACT: Steve Haulman
Assistant Director for Residence Life
919/334-5636

UNIVERSITY OF NORTH CAROLINA AT WILMINGTON
601 SOUTH COLLEGE ROAD
WILMINGTON, NC 28406

PROGRAM: What is F.A.I.R.? Faculty Actively Involved in Residence Halls...where interested faculty or staff members are willing to spend some of their time visiting with students in their residence halls. The faculty members may be associated with a hall or one floor in a hall. In either case, there will be a designated Residence Life staff member to keep the F.A.I.R. person informed and aware of happenings in that area. The F.A.I.R. person can spend their time doing programs, attending social activities, offering academic assistance and providing a one-to-one interaction with students. What are the purposes of the F.A.I.R. Program? 1) To develop a clearer understanding among resident students of a faculty or staff member as a person, scholar and teacher. 2) To give the students an experienced, personal friend in the academic community who is willing to help answer many of the complex questions which arise during University life. 3) To enhance the developmental opportunities for students in the residence halls. 4) To strengthen the relationship between the students and the academic community. 5) To allow the faculty the opportunity to be involved in another facet of the University community and to provide another atmosphere for interaction with students outside of the classroom.

CONTACT: Charles Maimone
Assistant Dean of Students for Residence Life
919/395-3178

WAKE FOREST UNIVERSITY
P. O. BOX 7384
WINSTON-SALEM, NC 27109

PROGRAM: Faculty involvement in residence halls generally occurs in three ways: participation in program presentations within halls, representation on an institutional Housing Committee, and service as advisors to language houses. Increased faculty involvement has been identified as a need, and research is underway to general more participation beginning in 1988-89. Faculty enjoy in-hall program participation, generally the one-night involvements. Campus policy formation is largely generated by faculty, and such impact often does affect residence halls. Two problems have been observed: faculty willingness to make a time commitment to residence hall activity, and the faculty perception of residence halls is still that of "house mother" relationships and responsibilities.

CONTACT: Connie L. Carson
Associate Director of Residence Life and Housing
919/761-5663

WESTERN CAROLINA UNIVERSITY
CULLOWHEE, NC 28723

PROGRAM: Faculty are not involved in residence halls in a structured manner. Housing staff initiates interaction with faculty when academic referrals (for personal crisis, class attendance problems, etc.) are appropriate. Recruitment of Resident Assistants is shared with faculty through an article published in the faculty newsletter; faculty encourage and recommend candidates and have an opportunity to submit formal written references for applicants. At one time, a program resource manual was compiled and maintained. The manual listed faculty presentations available for residence hall programs. Many of the faculty programs were not of sufficient interest to the students or RA's, and consequently, the faculty resented not being summoned for presentation. Beginning in Fall 1988, one residence hall will house a special living/learning center. Several faculty members have been involved in the development of the living/learning center, and it appears that more faculty interest in the project is being generated. It is hoped that many faculty will take the opportunity to become associated with the new center.

CONTACT: Penny Ethridge
Housing Office-Dodson Annex
704/227-7303

STATE OF VIRGINIA
FACULTY INVOLVEMENT IN RESIDENCE LIFE

COLLEGE OF WILLIAM AND MARY
WILLIAMSBURG, VA 23185

PROGRAM: A Call For Programs was developed to generate increased interaction between students and faculty in a residence hall setting. The Office of Residence Life compiled a list of faculty members and program topics they would present to residence hall students.
CONTACT: Ken Tashjy
Area Director
804/253-4914 or 4314

HAMPDEN-SYDNEY COLLEGE
HAMPDEN-SYDNEY, VIRGINIA 23943

PROGRAM: RA's sponsor programs each semester which follow a "Wellness Model": social, professional, environmental, cultural, intellectual, spiritual, and occupational are the types of programs encouraged. In meeting these requirements, the RA's make use of faculty-staff expertise. The programs include such topics as study skills, stress management, wellness, AIDS, history of the institution, the Vietnam War era and its treatment by the media, and informal discussions on a variety of issues and concerns. If refreshments are served, hall programming budgets support the cost.
CONTACT: James C. Saxon
Assistant Dean of Students
804/223-4381

HOLLINS COLLEGE
P. O. BOX 9523
ROANOKE, VA 24020

PROGRAM: Faculty members are used to strengthen the educational programming efforts in the residence halls. Letters are sent to all faculty and staff, asking them to list programs they would be willing to present in the halls. The program topics were then disseminated to RA's and hall governments. The programs are evaluated by RA's and by the faculty presenters.
CONTACT: Virginia Thomas
Assistant Dean of Students
703/362-6405

JAMES MADISON UNIVERSITY
102 ALUMNAE HALL
HARRISONBURG, VA 22807

PROGRAM: The Living and Learning Center, Chandler Hall, is a coeducational facility that provides students the opportunity for extensive interaction with faculty members. Students plan recreational, intellectual, social, and community service programs to which faculty members are invited. The Faculty Associates Program facilitates faculty involvement. A faculty adviser serves as a consultant on programming in the hall and a liaison between the Living and Learning community and the University. An optional course for credit is offered in Chandler Hall.
CONTACT: Peggy McHugh
Associate Director of Residence Life
703/568-6275

LIBERTY UNIVERSITY
LYNCHBURG, VA 24506-8001

PROGRAM: The Dorm Parent Program uses volunteers from the faculty, staff, and community to provide a "home away from home" for resident students. A couple or two single people are assigned to a hall housing 80-85 students to develop a supportive relationship with the RA staff and to assist in programming for hall residents. The program augments the efforts of the professional staff to assist students in their adjustment to the University community.
CONTACT: Patty Weaver
Resident Supervisor
804/582-2518

LONGWOOD COLLEGE
FARMVILLE, VA 23901

PROGRAM: Special Interest Houses are established for students with common academic/educational interests. Students submit a proposal for a living/learning environment including learning objectives, activity plans, evaluation scheme and sponsorship of a faculty member. A committee of faculty, staff and students determine whether the proposal merits space allocation. Printing proposal instructions and publicity requesting applications costs less than $100.00 each year. Each program is evaluated.
CONTACT: Dr. Sue A. Saunders
Dean of Students
804/392-9221

MARY BALDWIN COLLEGE
STAUTON, VA 24401

PROGRAM: Faculty at Mary Baldwin College are encouraged to facilitate Residence Life Programs for topics in which they are knowledgeable. Each program is evaluated with a participant evaluation form.
CONTACT: Melissa R. Holl
Associate Director of Residence Life
703/887-7257

OLD DOMINION UNIVERSITY
4701 POWHATAN AVENUE, SUITE F-1
NORFOLK, VA 23529

PROGRAM: A Faculty Resource Handbook compiled by the Office of Residence Life lists faculty members with the topics they are interested in presenting in the residence halls. RA's use the handbook to plan programs.

PROGRAM: The Faculty Dining Program encourages hall staff to invite a faculty member for lunch or dinner in the residence halls. Students are invited to eat with the faculty member, and the faculty member is given a tour of the hall. The office of Residence Life provides a guest pass for the meal. The annual cost of the program is $200. Each RA is require to invite at least one faculty member to a meal during the academic year.

PROGRAM: Faculty Receptions are hosted by each residence hall during the academic year, usually during their Academic Success theme month. Invitations are sent to 15-25 faculty members. Each faculty member is assigned a student host who will given them a tour of the hall after the reception.
CONTACT: Kevin Keltz
Director of Residence Life
804/440-3843

RADFORD UNIVERSITY
P. O. BOX 5897
RADFORD, VA 24142

PROGRAM: Performing Arts Concert Series is a four-event series sponsored by the Performing Arts Division. Before each performance, a banquet is served to 600 students, a selected group of 70 faculty and administrators, and the performers. Live entertainment by campus groups is provided. The event is a non-alcoholic alternative that allows social interaction with faculty and staff. In the third year of the program, maximum participation has been reached. The cost to the Office of Residence Life is approximately

$500 for tickets, advertising, and staff time to coordinate the activity.
CONTACT: Victor Culatta
Area Coordinator, Muse Quad
703/831-5446

RANDOLPH-MACON WOMAN'S COLLEGE
LYNCHBURG, VA 24503-1526

PROGRAM: The Dean of Student's Office has identified one resident director as the Faculty Liaison to work in the following areas. (1) Residence Hall programming planned around the themes for the Freshmen Colloquium, a course required of all freshmen, that draws on many areas of study while emphasizing study skills. (2) The Entertaining Thoughts Series is issue oriented and directed to the campus as a whole. The showing of films or presenting of lectures that involve issues effecting the campus community or women in our society fit within this series. (3) The Faculty Liaison works closely with the Dean of Academic Affairs to effectively match faculty interests and student needs in residence hall programming.
CONTACT: Barbara A. Harrison
Resident Director, 2500 Rivermont Avenue
804/846-7392, ext. 209

PROGRAM: Halloween Party for Faculty Children was prepared by a hall council. All faculty and their children were invited. Refreshments and games were prepared for the children. This social event was well attended, providing opportunity for faculty and students to interact outside of the classroom.

PROGRAM: The film, Miss or Myth, addressing the issue of women as sex objects, was followed by a discussion led by the Director of Women's Studies. The program was campus-wide.

PROGRAM: Women in the 80's was facilitated by a faculty member who centered the discussion around social setbacks and advancements for women in terms of political and economic perspectives.

PROGRAM: Eating Healthy was presented by representatives of the Health Center and the Counseling Center to increase the level of awareness of eating disorders and weight loss.

PROGRAM: Search for the Stars was designed to involve students with faculty and address student intellectual growth. The students visited the campus observatory accompanied by faculty from the Physics Department. Pizza and discussion with faculty members followed the tour.

PROGRAM: The film Slaughterhouse Five was shown and discussed with faculty members. The novel had been studied as part of Freshmen Colloquium. The film showing supported coursework while providing opportunity for interaction with faculty outside of the classroom.
CONTACT: Barbara A. Harrison
Resident Director, 2500 Rivermont Avenue
804/846-7392

SWEET BRIAR COLLEGE
SWEET BRIAR, VA 24595

PROGRAM: The Language House is a residence for 22 students who have completed a minimum of one year of language study and wish to improve their fluency in a language while learning about a different culture. Exchange students fluent in the represented languages also live in the house. Selection of participants is made by a committee comprised of Modern Language faculty and Student Affairs staff. This living-learning program is evaluated by the participants and by the faculty and staff involved.
CONTACT: Carolyn Powell
Director of Residence Life and Housing
804/381-6134

UNIVERSITY OF RICHMOND
RICHMOND, VA 23173

PROGRAM: College Fellows who are professors at the University live with their families in first-floor apartments in male residence halls. They advise the Hall Council and the programming effort in the hall. As a result, educational programming in these buildings are of consistently higher quality than that in halls with College Fellows. Two halls are staffed in this way. The College Fellows receive an apartment and partial meal plan for the Fellow and family as compensation. Each College Fellow has a programming budget of $300.00 per semester.
CONTACT: Stephen Bisese
Assistant Dean of Students
804/289-8062

UNIVERSITY OF VIRGINIA
CHARLOTTESVILLE, VA 22904

PROGRAM: Academic Advising for First-Year Students is accomplished by assigning academic advisors (faculty) to students by residence area.
CONTACT: Alex Sedgewick
Dean, College of Arts and Sciences
Garret Hall

PROGRAM: The University of Virginia has a residential college with two faculty living in, and 15-20 faculty associates.
CONTACT: Robert Kellog, Principal
Monroe Hill Residential College
Newcomb Hall Station

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
109 EAST EGGLESTON HALL
BLACKSBURG, VA 24061

PROGRAM: A two-and-one-half hour Alcohol Education Seminar designed to help drinkers focus on the ramifications of their alcohol-related behavior is facilitated by two faculty/staff members. The seminar focuses on values, behavior, and family history. The participants are students found guilty of alcoholic beverage violations in the Residence Life Judicial System. The content of the seminar is evaluated immediately after the presentation. The impact of the seminar is evaluated in a follow-up questionnaire sent to participants four weeks after their attendance.
CONTACT: Dr. Steven M. Janosik
Associate Director for Residence Life
703/961-6204

PROGRAM: In-service Training for Resident Assistants provides a menu of training opportunities during the academic year from which RA's may choose six sessions to meet their training requirement. Faculty and staff present a number of sessions in areas as follows: A Discussion on Anorexia and Bulimia, Psychological and Sociological Aspects of Alcoholism, Non-Verbal Communication in a Confrontation, Rules and Roles in the Alcoholic Family, AIDS Update: Myths and Facts. Additional training sessions are provided by Housing and Residence Life Staff. Members of major student organizations are invited to participate in the training sessions. Each session is evaluated by participants.
CONTACT: Della Marshall
Coordinator for Residence Halls
703/961-6204

PROGRAM: Academic Support Program is provided in one building for participants in the LEAD Program (Living Environment for Achievement and Development). Graduate teaching assistants from Math, Chemistry, and English hold office hours in the academic resource room, providing tutoring in the subject areas mentioned.
CONTACT: Laurie Neff
Assistant Director for Residence Life
703/961-6204

PROGRAM: After Dark is a series of programs held very Wednesday from 7:00 - 8:00pm to promote a sense of community, to develop a communication system to inform residents about resources throughout the campus, to provide opportunities for student involvement, to help develop a sense of belonging, and provide emotional and academic support. The programs included special events (Birthday Cake for the month), discussion, lectures, role plays.
CONTACT: Laurie Neff
Assistant Director for Residence Life
703/961-6204

VIRGINIA WESLEYAN COLLEGE
NORFOLK, VA 23502

PROGRAM: Take a Prof to Lunch provides a means by which any VWC student can treat a member of the faculty or staff to lunch in the College dining hall, at no cost to the participant. The program brings together faculty and students in an informal setting.
CONTACT: Ted Redlaczyk
Director of Residence Life
804/461-3232, ext. 346

PROGRAM: Campus Christmas Party includes a tree lighting, caroling, the Christmas Story and refreshments for the entire campus community. The faculty and staff are invited personally by the presidents of the clubs and student organizations. The purpose of the program is to enhance interaction between resident students, commuters, faculty and staff. The budget for food, decorations, invitations, and prize money for area decoration contest in $1000.00.

PROGRAM: TGIF (Thank God It's Friday) is a social mixer held on Friday afternoons for all students, faculty and staff. The mixers are hosted by various clubs and organizations during the year.
CONTACT: Nancy Miller
Director of Student Activities
804/461-3232, ext. 295

PROGRAM: Faculty-In is intended to enhance the informal out-of-the-classroom interaction between faculty/staff and students through residence hall programs. The RA's make the contacts and set up the programs, using a list of presenters compiled by the Office of Residence Life.
CONTACT: Anne Horne
Associate Director of Residence Life
804/461-3232, ext. 295

compiled by
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EXCERPTS FROM:

Involvement In Learning:
Realizing the Potential of American Higher Education
Study Group on the Conditions of
Excellence in American Higher Education
(October 1984)

The United States must become a nation of educated people. Its citizens should be knowledgeable, creative, and open to ideas. Above all, they should learn how to learn so they can pursue knowledge throughout their lives and assist their children in the same quest.

To attain this goal, higher learning in America should be broadened and deepened so as to provide increased opportunities for intellectual, cultural, and personal growth of all our citizens.

We also believe that diversity should never serve as a means of limiting opportunities or lowering expectations.

Research over the past 30 years has demonstrated that higher education contributes significantly to students' cognitive, emotional, and moral development, to their economic productivity and effectiveness as consumers, and to their family life, leisure-time activities, and health.

Adequate measures of educational excellence must thus be couched in terms of student outcomes - principally such academic outcomes as knowledge, intellectual capacities, and skills. Outcomes may also include other dimensions of student growth, such as self-confidence, persistence, leadership, empathy, social responsibility, and understanding of cultural and intellectual differences.

STUDENT INVOLVEMENT

The first of these three conditions - and perhaps the most important for purposes of improving undergraduate education - is student involvement. By involvement we mean how much time, energy, and effort students devote to the learning process. There is now a good deal of research evidence to suggest that the more time and effort students invest in the learning process and the more intensely they engage in their own education, the greater will be their growth and achievement, their satisfaction with their educational experiences, and their persistence in college, and the more likely they are to continue their learning.

Highly involved students demonstrate their commitment in a variety of ways: by devoting considerable energy to studying, by working at on-campus rather than off-campus jobs, by participating actively in student organizations, and by interacting frequently with faculty members and student peers. Conversely, uninvolved students may neglect studies, spend little time on campus, abstain from extracurricular activities, have little contact with faculty members or other students, and otherwise participate little in institutional life.

The notion of student involvement resembles in certain respects the more familiar psychological concept of motivation. But it implies something more than just a psychological state: it connotes behavior, and behavior can be directly observed, measured, and assessed.

One of the most precious of educational resources is student time. Strategies

to increase student involvement acknowledge that the time and energy of students are finite and that educators compete with other forces in the student's life, such as family, friends, and job, for a share of that finite time and energy. The greater those other forces - and they are particularly great for adult students - the less time and energy students have to devote to their educational development. Here we have all the classic ingredients of a zero-sum game.

But we can help students become better managers of their time by suggesting and providing significant opportunities for trade-offs. One set of trade-offs involves the transference of "discretionary" activities to the campus. Take employment, for example: it has been found that holding a part-time job on campus has beneficial effects on retention, whereas the same type of job held off-campus does not. While residential students stand a better chance than do commuter students of developing a strong attachment to undergraduate life simply by virtue of the amount of time they spend on campus, both groups can use work and social activities to increase that time. It is no coincidence that students who spend a great deal of time on campus interact far more with faculty outside of class than those who do not; and research has demonstrated that frequent interaction with faculty is more strongly related to satisfaction with a college - with its courses, its intellectual environment, its social environment, and even its administration - than any other type of involvement.

It is not only the amount of time one can allocate for learning but the quality of effort within that time that makes a difference. Part of this idea of quality of effort has to do with intensity. Is the student reading in such a way as to comprehend the material in the text, or simply staring at the pages and daydreaming? Is the student listening intensely or simply engaging in frivolous dialogue? Such intensity is difficult for instructors and colleges to control. But quality of effort also refers to the extent to which learning is active rather than passive, and colleges clearly can control the conditions of active learning by expecting students to be participants in, rather than spectators of, the learning process.

Many features of the teaching and learning environment in colleges and universities can be altered to yield greater student involvement in higher education. The fact that more learning occurs when students are actively engaged in the learning process has extensive implications for each faculty member and administrator in every institution. The most important implications of this fact can be stated in two fundamental principles about the conditions of educational excellence everywhere:

1. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.

2. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement in learning.

These two principles are the basis of the recommendations we will offer on how to increase student involvement. In the final section of this report, we will specify what students themselves can do to become more active participants in the learning process.

EXCERPTS

RECOMMENDATIONS FOR INCREASING STUDENT INVOLVEMENT

Faculty should make greater use of active modes of teaching and require that students take greater responsibility for their learning.

Learning technologies should be designed to increase, and not reduce, the amount of personal contact between students and faculty on intellectual issues.

All colleges should offer a systematic program of guidance and advisement that involves students from matriculation through graduation. Student affairs personnel, peer counselors, faculty, and administrators should all participate in this system on a continuing basis.

Every institution of higher education should strive to create learning communities, organized around specific intellectual themes or tasks.

Academic and student service administrators should provide adequate fiscal support, space, and recognition to existing cocurricular programs and activities for purposes of maximizing student involvement. Every attempt should be made to include part-time and commuter students in these programs and activities.

SUGGESTED READINGS

NOTE: This bibliography is by no means a complete listing of literature regarding faculty-student interaction. However, as you prepare a proposal for beginning or enhancing such activities on your campus, these authors can provide supporting research as well as strategies to make your proposal more professionally persuasive to both faculty and students.

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Cindy Link might be considered the publisher and editor of this booklet. She has the skill to take large amounts of information in a variety of different formats and blend them together in a cohesive and understandable manner. This is not her first booklet, and I'm sure, not her last. I appreciate her talents and the attitude she mixes with them.

Finally, it is the many outstanding housing professionals who took time to share their ideas and programs in our surveys who deserve perhaps the most appreciation. It is this sharing among ourselves which is most important in our efforts to create educational environments for the students we serve.

Gene Luna
University of Florida
February, 1988